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ABSTRACT

Four educational objectives and opportunities are presented for the career/industrial oriented high school student to consider: (1) admission to a community college while concurrently completing high school, (2) exploration of a career in a highly developed laboratory setting, (3) participation in a college environment, and (4) early graduation from a community college. The articulation program at New York City Community College requires the high school senior to take four college courses in the fall and spring semesters (a total of 18 units); this enables him to obtain an associate degree 14 months after graduating from high school. In 1976 and 1977, 70%-80% of the students enrolled in the program were from minority groups; 57% were female; and dual enrollment students had significantly higher grade point averages than the regular freshman class. Retention rate in the program was 79% compared to a 66% rate among regular freshmen; 68% received an A or B compared with 50% of the regular freshmen receiving the same grades. Enrollment procedures are outlined. (MB)

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# "DUAL ENROLLMENT" --- AN OPPORTUNITY FOR HIGHLY MOTIVATED HIGH SCHOOL SENIORS TO ATTEND A COMMUNITY COLLEGE AND HIGH SCHOOL CONCURRENTLY

PRESENTED AT THE
"THIRD ANNUAL CONFERENCE ON URBAN EDUCATION"
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THE ASSOCIATION FOR URBAN EDUCATION
OLD DOMINION UNIVERSITY
NORFOLK, VIRGINIA

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## ABSTRACT

Developing and implementing an alternative form of education for a career and industrial oriented curriculum is probably one of the most challenging and rewarding projects one can entertain. This alternative form of educational curriculum, "Dual Enrollment"..., was designed to meet the issue of motivated and quality students becoming bored in their senior year of high school. This program is attempting to excite enough interest in those students who would be willing to register in a career college curriculum prior to graduation in lieu of high school elective courses. It's been noted high school seniors are locked into meaningless elective subjects in order to complete the requirements for their diploma. This articulation program is an attempt to relieve this potential disaster and expose the youngster to college courses.

The program presents five educational objectives for the student to analyze and consider:

1. It offers the high school student an opportunity for early admissions to a Community College while concurrently completing high school.
2. It presents those high school students considered to be higher achievers an opportunity to explore a career in highly developed laboratory settings not available in their present high school.
3. It places high school students in a college environment where they will be taking career courses with regular freshman classes.
4. The students registered with part-time matriculated status will cause no loss in funding for the high school while generating Full Time Equivalents (F.T.E.) for the Community College.
5. It allows the student early access and the opportunity to graduate a Community College and be ready for employment or further education one year after leaving high school.

Evaluation process and data of participating students is used to determine the impact of those students in a regular curriculum. Another ingredient for success is attributed to the proper orientation and constant career advisement.

Emphasis is placed on the rationale for developing and implementing the program in a career/technical curriculum.

A. The program allows the potential high school graduate the opportunity, with his family, to consider and evaluate a program prior to a formal college commitment.

B. The full program allows the higher achiever, but undecided high school senior, an opportunity to begin a career program in an accredited college.

C. Stimulates an interest in high school students who may not have planned higher education.

D. Exposes high school students earlier to a career oriented program where employment opportunities may exceed the number of qualified applicants.

E. Graphic Arts education, being multi-directional, prepares graduates for careers in the advertising, printing and publishing industries. It also enables graduates to continue their education in senior colleges in programs such as advertising, marketing, management, art, education and business. Additionally, many graduates, with departmental guidance, develop unique career objectives and are accepted in innovative programs such as the CUNY/Baccalaureate Program.

F. The Graphic Communications industry, (second largest industry in New York City), and the College are both centrally located in the greater metropolitan area.

G. The Graphic Arts curriculum has remained constant with current industry trends and developments by close liaison and participation with the industry and professional associations.

H. The program affords the student exposure and experiences in a modern and fully equipped educational facility following industrial standards and requirements.

A full understanding, (by the student), of the combined college and high school workload is essential and is explained during a sequence of meetings. A typical flow of such procedures would be as follows:

1. Initial meeting with high school counselor, principal, instructor, and/or advisor and department chairperson, and if possible a tour and explanation of facility and educational objectives.
2. High school to announce program to eligible students and parents. Interested candidates to be evaluated by high school representative in relation to the criteria of the "Graphic Arts Dual Enrollment Program".

3. Interested candidates and high school faculty will visit the laboratories of the Department. Candidates will receive full explanation of program, college workload, tour of facility, and all questions will be answered. All costs and financial aid are explained. College application may be distributed to interested candidates, (however no obligation nor indication of acceptance is implied).
4. Interested candidates return for a second meeting at the College with official high school transcript, completed college application and non-refundable application fee. Any and all additional questions will be answered.
5. The Department, after orientation meetings are complete, will review all transcripts and develop a list of tentatively accepted students as well as a listing of stand-by students.
6. High school principals, instructors, and counselors, will be advised of student status and student will be notified by mail of tentative acceptance.
7. Additional informational meetings or parental visitations will be scheduled.
8. Students will receive college registration material through normal college procedure and will register and attend all classes with regular entering freshman class. Additional faculty advisors will be assigned to students in this program to assist in college procedures unfamiliar to the high school student; thus, a smoother transition.
9. Upon final review of all credential, those students selected will have completed their eleventh year in high school, with a minimum grade point average of 75 and high achievement in course work, and with recommendations of their program coordinator, college counselor and/or instructors. Additional criteria for admission will include an expressed and demonstrable interest in the advertising, printing and publishing industries through an interview with selected faculty in the department.
10. Student grades will be evaluated at the end of each semester and reported to their high schools. Every student will be assigned to a department faculty member for career advisement and regular department advisement procedures will prevail.

## IMPACT

Workload:

The student will be registered with a part-time status and will take 4 courses in both the Fall and Spring semester, --10 credits in the Fall, 8 credits in the Spring, -- a total of 18 credits, and 27 contact hours for the year. At the end of the Spring semester the student graduates high school and would have received 18 college credits. Should the student choose to complete the requirements for the A.A.S. degree the following year, the student registers for 2 summer courses for 5 credits and 9 contact hours.

Registering for the following Fall semester, the student will obtain full-time status and will continue with third semester work, and duplicating it in the Spring semester. The student will take one extra course during each of these two semesters, plus registering the following summer semester for 2 courses and 6 credits. The student at this time will have completed all the requirements for graduation for an A.A.S. degree, thus, ready for the job market or continue toward a baccalaureate degree 14 months after completing high school.

Enrollment:

These past 2 years, the Fall of '76, 70% were from the minority groups representing black, latin and oriental, and in the Fall of '77 it escaled to 80% for this group. Approximately 57% female registered for the program as compared to registration in the department coming through the normal admissions channel which indicates approximately 30% female registration. Another significant data is the high school grade point average. The minimum entry level should be 75%. In the Fall of '76 students registered with a 90% GPA or above as compared to the Fall '77 class which registered 23% with a GPA of 90% or better. The mean for the Fall '76 class was 79% which escalated to 83.6% for the Fall '77 class. The mean for the regular freshman class is approximately 71%.

Retention and Attrition:

The incoming class of the Fall '76 semester enrolled 26 students. Twenty completed the first year for a 79% retention. The department in that first year retained approximately 66%, of the regular freshman class. Three male and three female students left the program. Note that 5 out of these 6 reasons are beyond our control, thus projecting a possibility of 100% retention. Two of the students

received 4-year scholarships at private institutions. The third student decided Graphic Arts was not for her and transferred to Liberal Arts. The family of the fourth student relocated to another state. The fifth student enlisted into the armed forces. The sixth student left for financial reasons.

Grade Distribution:

Of the 26 entering students in the Fall '76 class, 24 students finished that semester. 68% of them received an A or a B as compared with the regular freshmen of which only 50% received A or B. The 24 students taking 4 courses had an aggregate enrollment of 96 and a registered cumulative average of 2.98 as compared to the regular freshmen of 2.66. For the students who completed the Spring '77 semester, 85% received grades of A or B as compared to that same freshman group which 68% received A or B. By the end of that Spring semester which was the completion of the first year, 20 students from the original group completed the first year with a cumulative average of 3.22. The regular freshmen received a cumulative average of 2.50.

The Dual Enrollment mean for the Fall '76 semester was 2.98 as compared to 2.12 for the regular freshman class. In the Spring '77 the Dual Enrollment mean was 3.2 as compared to 2.35. The yearly mean for Dual Enrollment students of 3.19 is compared to the mean for regular freshmen of 2.21. These results display a significant difference between the Dual Enrollment student and the regular freshman class. Almost one entire grade higher. Another significant data on this slide is the high percentage of students in the Dual Enrollment program receiving a grade point average above B. 75% registerd a grade point average above B for the entire year of work while concurrently attending high school.

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NEW YORK CITY COMMUNITY COLLEGE

# "DUAL ENROLLMENT" --- AN OPPORTUNITY FOR HIGHLY MOTIVATED HIGH SCHOOL SENIOR TO ATTEND A COMMUNITY COLLEGE AND HIGH SCHOOL CONCURRENTLY.

DEVELOPING AND IMPLEMENTING AN ALTERNATIVE FORM OF EDUCATION FOR A CAREER AND INDUSTRIAL ORIENTED CURRICULUM IS PROBABLY ONE OF THE MOST CHALLENGING AND REWARDING PROJECTS ONE CAN ENTERTAIN. THESE PAST FEW YEARS, I AM PRIVILEGED TO SAY, I HAVE WORKED ON A FEW PROJECTS WHICH WERE PROBABLY THE MOST CHALLENGING IN MY 20 YEARS IN EDUCATION. PERHAPS I'M MOST FORTUNATE BECAUSE THE GRAPHIC ARTS AND ADVERTISING TECHNOLOGY CURRICULA AT N.Y.C.C.C. ARE UNIQUE AND SERVICE ONE OF THE LARGEST INDUSTRIES IN THE NATION.

THIS ALTERNATIVE FORM OF EDUCATIONAL CURRICULUM, "DUAL ENROLLMENT" WAS DESIGNED TO MEET THE ISSUE OF "MOTIVATED AND QUALITY HIGH SCHOOL STUDENTS BECOMING BORED IN THEIR SENIOR YEAR OF HIGH SCHOOL". MY PROGRAM DESIGN IS ATTEMPTING TO IGNITE ENOUGH INTEREST IN THOSE STUDENTS WHO WOULD BE WILLING TO REGISTER IN A CAREER COLLEGE CURRICULUM

PRIOR TO GRADUATION, - IN MANY CASES, IN LIEU OF HIGH SCHOOL ELECTIVE COURSES. AS WE KNOW, IT'S BEEN NOTED HIGH SCHOOL SENIORS ARE LOCKED INTO MEANINGLESS ELECTIVE SUBJECTS IN ORDER TO COMPLETE THE REQUIREMENTS FOR THEIR HIGH SCHOOL DIPLOMA. MY HIGH SCHOOL ARTICULATION PROGRAM, SOMEWHAT UNIQUE, IS AN ATTEMPT TO RELIEVE THIS POTENTIAL DISASTER AND EXPOSE THE YOUNGSTER TO COLLEGE COURSES. A VERY UNIQUE AND IMPORTANT FEATURE OF THE PROGRAM IS THE CHANGE IN ENVIRONMENT. EACH AFTERNOON THE HIGH SCHOOL SENIOR ATTENDS CLASSES AT THE COLLEGE AS A PART-TIME MATRICULATED STUDENT REGISTERING FOR AS MUCH AS 10 CREDITS OR 4 COURSES, WHICHEVER IS GREATER. THEY ARE SCHEDULED INTO CLASSES AMONGST THE REGULAR FRESHMAN, AVOIDING ANY HOMOGENOUS GROUPING AND ARE NOT IDENTIFIED TO THE REGULAR CLASS. UPON COMPLETION, THEIR GRADES ARE ACCEPTED BY THE HIGH SCHOOL IN LIEU OF ELECTIVES AND NATURALLY RECORDED AT THE COLLEGE.

IN AN ATTEMPT TO ATTRACT THESE HIGHLY MOTIVATED HIGH SCHOOL STUDENTS SOME UNDERSTANDING OF THE GRAPHIC COMMUNICATIONS INDUSTRY IS NECESSARY. AT THIS TIME I WOULD LIKE TO GLOSS OVER THE COMPLEXITY OF THE GRAPHIC COMMUNICATIONS INDUSTRY AND PERHAPS YOU MAY AGREE WITH ME THAT IT IS FAR DIFFERENT THAN MOST INDUSTRIES, AND WITHOUT A DOUBT PRESENTS MANY PROBLEMS AND HURDLES WHEN ATTEMPTING TO IMPLEMENT UNIQUE INSTRUCTIONAL CURRICULA. THE GRAPHIC COMMUNICATIONS INDUSTRY IS CONSIDERED THE SIXTH LARGEST IN THE NATION - I UNDERSTAND LARGER THAN STEEL AND AUTOMOBILES - AND IT'S THE SECOND LARGEST MANUFACTURING INDUSTRY IN THE NEW YORK CITY METROPOLITAN AREA. ALTHOUGH I AM PRESENTING THIS ANALOGY IN DIRECT RELATIONSHIP TO THE NEW YORK CITY METROPOLITAN AREA, STATISTICS WILL DEMONSTRATE

THIS PATTERN IS SIMILAR THROUGHOUT THE COUNTRY. ANOTHER REASON FOR PRESENTING THIS INFORMATION, IS TO UNDERSTAND THE EXTRA HURDLES NECESSARY TO OVERCOME IN ORDER TO SUCCEED AND SATISFY THE INFLUENTIAL FORCES AND PRESSURE GROUPS. THE BOARD OF EDUCATION OF THE CITY OF NEW YORK IS RESPONSIBLE FOR K THROUGH 12TH GRADE EDUCATION, AND THE BOARD OF HIGHER EDUCATION IS RESPONSIBLE FOR POST-SECONDARY EDUCATION AND IS THE OVERSEER OF THE CITY UNIVERSITY OF NEW YORK WHICH CONTAINS 20 UNITS, IN EXCESS OF 250,000 STUDENTS. N.Y.C.C.C. IS THE LARGEST COMMUNITY COLLEGE WITH APPROXIMATELY 17,000 STUDENTS. THROUGHOUT THE STATE, THE STATE UNIVERSITY OF NEW YORK IS RESPONSIBLE FOR ALL POST-SECONDARY EDUCATION FROM COMMUNITY COLLEGES THROUGH GRADUATE SCHOOLS. THE INDUSTRIAL SCENE IS SOMEWHAT MORE COMPLEX AND DIVERSE.

OUR GRAPHIC COMMUNICATIONS INDUSTRY CONSISTS OF THREE GENERAL SECTIONS - THE COMMERCIAL PRINTERS, THE ADVERTISING AGENCIES, AND THE PUBLISHING CORPORATIONS. THIS COMPLEX GRAPHIC COMMUNICATIONS INDUSTRY IS SECOND IN SIZE OF EMPLOYMENT AND DOLLAR VOLUME ONLY TO THE GARMENT AND FASHION INDUSTRIES. WITHIN THIS STRUCTURE STRONG PRESSURE GROUPS SUCH AS UNIONS AND INDUSTRIAL ASSOCIATIONS PLAY A DOMINANT ROLE IN THEIR ADVISORY CAPACITY OF CAREER AND TECHNICAL EDUCATION AND ARE INVITED TO ACTIVELY PARTICIPATE IN THOSE EDUCATIONAL PROGRAMS PROVIDING THEM WITH POTENTIAL EMPLOYEES. FOR EXAMPLE, ONE MAY FIND IN A SINGLE PRINTING OR PUBLISHING CORPORATION A COMBINATION OF UPWARDS OF A DOZEN DIFFERENT UNIONS AND/OR ASSOCIATIONS RESPONSIBLE FOR ALL ACTIVITIES IN THAT ORGANIZATION. WITH THIS SUCCINCT INTRODUCTION TO THE GRAPHIC COMMUNICATIONS INDUSTRY AND THE VARIOUS BOARDS OF EDUCATION, I WOULD LIKE TO SPEND ABOUT 30 SECONDS AND FOCUS ON MY DEPARTMENT AND PLACE IT IN ITS PROPER PERSPECTIVE.

My department has the only curricula offering an A.A.S. degree in Graphic Communications within the City University of New York. My faculty consists of 22 full-time and approximately 25-30 adjuncts per semester depending upon need. It is the largest G.A. college curriculum in the nation, servicing approximately 700 students. Approximately 50,000 NET SQUARE FEET of graphic arts laboratories are available and utilized for programs which are considered one of the finest in the nation.

With that short review of the structure of the Department of Graphic Arts and Advertising Technology, (of which I can spend an entire day), I think it's appropriate at this time to introduce the rationale for developing and implementing this unique program, and the variety of names used for H.S./college articulation programs throughout the United States.

SLIDE #1

This slide indicates the various titles used for similar programs. A simple review of these titles indicate that some form of motivation is present in order to interest the youngster. If you notice, each one describes some form of acceleration BUT in different ways. I have designed and chosen the "Dual Enrollment" title as compared to all other titles such as:

| | |
|---|---|
| Bridge | Ascent |
| Access | Quick Step |
| Early Admissions | Spice |
| Linking | College Enrichment |
| Step-over | College Advancement |

A NAME IN ITSELF DOESN'T MAKE THE PROGRAM - BUT IT CAN HELP ON INITIAL IMPACT TO THE POTENTIAL STUDENT.

SLIDE #2 - (2A)

THIS SLIDE INDICATES THE RATIONALE FOR DEVELOPING AND IMPLEMENTING THE GRAPHIC ARTS DUAL ENROLLMENT PROGRAM.

1. AS YOU WILL NOTICE, IT ADDRESSES ITSELF TO THE OPPORTUNITY FOR THE STUDENT TO CONSIDER A CAREER AND TECHNICAL PROGRAM PRIOR TO HIGH SCHOOL GRADUATION.

2. IT ALLOWS THE UNDECIDED HIGH SCHOOL SENIOR EARLY ACCESS TO COLLEGE.

3. IT STIMULATES AN INTEREST IN THE HIGH SCHOOL SENIOR WHO MAY NOT HAVE PLANS FOR HIGHER EDUCATION.

4. IT EXPOSES THE HIGH SCHOOL SENIOR TO A CAREER-ORIENTED CURRICULUM FOR FUTURE CAREER GOALS.

5. IT ASSISTS THE HIGH SCHOOL SENIOR IN A TRANSITION PERIOD.

SLIDE #3 - (2B) RATIONALE (CON'T)

1. IT OFFERS THE HIGH SCHOOL SENIOR THE OPPORTUNITY TO BLEND WITH COLLEGE FRESHMEN.

2. IT ENABLES THE COMMUNITY COLLEGE GRADUATE TO CONTINUE HIS/HER EDUCATION.

3. IT OFFERS THE STUDENT THE OPPORTUNITY TO ACTIVELY PARTICIPATE IN INDUSTRIAL ASSOCIATIONS.

4. IT UTILIZES THE CAREER AND INDUSTRIAL ACTIVITIES OF THE COMMUNITY.

5. It affc. ds the student exposure and experiences in university level laboratories.

6. It immediately involves the student in the occupational career - such as the graphic communitions industry.

SLIDE #4 - (3)

There are FIVE EDUCATIONAL OBJECTIVES for the Graphic Arts Dual Enrollment Program:

1. Early Admission
2. Exploration
3. College Environment
4. Funding
5. Early Access

These objectives were researched, pursued and met after two years of development and refinement. The next series of slides will isolate some of the strengths of these objectives.

SLIDE #5 -(4A)

Objective #1 - Concurrent Education

It offers the high school student an opportunity for early admission to a community college while concurrently completing high school. This concept of completing high school while beginning college at the same time was found very appealing to the student. The double workload must be fully understood by the student in order to have any degree or a high percentage of success.

SLIDE #6 - (4B)

Objective #2 - Career Exploration

The program presents the opportunity for students to explore a career in highly developed occupational laboratory settings usually not available in their present high school.

THIS EXPLORATION AFFORDS THE STUDENT THE OPPORTUNITY TO GATHER FIRST-HAND CAREER EXPERIENCES IN INDUSTRIAL SETTINGS THROUGH LABORATORY ASSIGNMENTS AND WORK, THE CONSTANT INTERPLAY BETWEEN ADVISORS AND STUDENTS, AND THE RELEVANCY OF THE LAB WORK TO THE OCCUPATIONAL GOALS OF THE CURRICULUM.

THE INDUSTRIAL RESOURCE AVAILABLE FOR STUDENTS TO INTERCHANGE IDEAS AND LEARN THE UP-TO-DATE TECHNIQUES ARE PRESENT TO THEM WHICH ARE NOT USUALLY AVAILABLE IN HIGH SCHOOL.

SLIDE #7 - (4C)

OBJECTIVE #3 - COLLEGE ENVIRONMENT

THIS PROGRAM PLACES THE HIGH SCHOOL SENIOR IN A COMMUNITY COLLEGE ENVIRONMENT WHERE THEY WILL BE TAKING CAREER COURSES WITH REGULAR COLLEGE FRESHMEN.

THIS ALLOWS THE STUDENT THE OPPORTUNITY TO OVERCOME THE TRANSITION FROM HIGH SCHOOL TO COLLEGE. THIS SLOW PROGRESSION DURING THE ONE YEAR WILL ALLOW THE STUDENT TIME TO BECOME ACQUAINTED WITH THE ENTIRE COLLEGE COMMUNITY AND ITS ENVIRONMENT.

THIS ALSO INCLUDES THE EXPERIENCES NEEDED TO COPE WITH COLLEGE LEVEL COURSES AND DEMANDS PLUS THE ABILITY TO DEVELOP SELF-DISCIPLINE TO MEET DEADLINES.

THE AVAILABILITY OF FACULTY AND STUDENT COMBINED WITH THE COLLEGE POLICIES FOR RULES AND REGULATION ARE OVERCOME THROUGH THIS EXPOSURE.

SLIDE #8 - (4D)

OBJECTIVES #4 - FUNDING

STUDENTS REGISTERED WITH PART-TIME MATRICULATED STATUS IN THE COMMUNITY COLLEGE WILL CAUSE NO LOSS OF FUNDING TO THE HIGH SCHOOL AND AT THE SAME TIME THEY GENERATE F.T.E.'S FOR THE COLLEGE.

THE CONCEPT BEHIND THIS IS THAT THE STUDENTS SPEND HALF OF THE DAY IN THE HIGH SCHOOL FOLLOWED BY THE OTHER HALF IN THE COLLEGE. SINCE GENERATING F.T.E.'S ARE USUALLY BASED ON ATTENDANCE IN INDIVIDUAL CLASSES, THEIR PRESENCE IS INCLUDED WITH ALL ENROLLMENT DATE.

THE HIGH SCHOOL CONTINUES TO CARRY THE SENIOR AS A FULL-TIME STUDENT WHILE IN ATTENDANCE AT THE COLLEGE IN THE AFTERNOONS. IT HAS BEEN FOUND THAT MOST HIGH SCHOOL SENIORS ARE USUALLY FREE IN THE AFTERNOON OR TAKING ELECTIVE SUBJECTS UNDER NORMAL HIGH SCHOOL CONDITIONS TO COMPLETE THEIR REQUIREMENTS FOR THE DIPLOMA.

ELECTIVE HIGH SCHOOL COURSES CAN BE WAIVED BY THE HIGH SCHOOL ADMINISTRATION THUS ALLOWING THE COLLEGE COURSES TO BE ACCEPTED FOR HIGH SCHOOL CREDIT.

SLIDE #9 - (4E) - EARLY ACCESS

IT ALLOWS THE STUDENT THE OPPORTUNITY TO GRADUATE A COMMUNITY COLLEGE PROGRAM IN APPROXIMATELY 14 CALENDAR MONTHS AND BE READY FOR EMPLOYMENT OR FURTHER EDUCATION TOWARD A BACCALAUREATE DEGREE.

WITHOUT A DOUBT, - THIS OPPORTUNITY TO BE AVAILABLE FOR THE EMPLOYMENT MARKET OR TO FOLLOW FUTURE CAREER GOALS IS ONE OF THE BEST MOTIVATING FACTORS FOR THE HIGH SCHOOL SENIOR.

I AM SURE WHAT WILL BE MOST INTERESTING TO YOU WILL BE THE IMPLEMENTATION OF SUCH AN ARTICULATION PROGRAM WHICH CAN BE CALLED ANY OF THE DOZEN TITLES MENTIONED EARLIER TO GIVE IT SOME INDIVIDUAL IDENTIFICATION FOR YOUR PURPOSE. I THOUGHT THE "DUAL ENROLLMENT" TITLE WOULD BEST MOTIVATE AND IDENTIFY THE YOUNGSTER ENROLLED IN BOTH HIGH SCHOOL AND IN COLLEGE. ONE OF THE INGREDIENTS FOR SUCCESS CAN BE ATTRIBUTED TO THE PROPER ORIENTATION AND SCHEDULING OF CLASSES TO ACCOMMODATE SOME OF THE VARIETY OF CLASS SCHEDULES WITHIN THE HIGH SCHOOL DISTRICTS. A FULL UNDERSTANDING, BY THE STUDENT, OF THE

COMBINED COLLEGE AND HIGH SCHOOL WORKLOAD IS ESSENTIAL AND IS EXPLAINED DURING A SEQUENCE OF MEETINGS. A TYPICAL FLOW OF SUCH PROCEDURES WOULD BE AS FOLLOWS:

SLIDE #10- (5) - PROCEDURES TO IMPLEMENT A DUAL ENROLLMENT PROGRAM

1. THERE MUST BE AN INITIAL MEETING WITH THE HIGH SCHOOL ADMINISTRATION EXPLAINING IN FULL THE OPPORTUNITIES FOR THEIR STUDENTS. IF POSSIBLE, A TOUR OF THE COLLEGE WILL ENHANCE THIS MEETING.

2. AN ORGANIZED PROCEDURE TO ANNOUNCE THIS PROGRAM TO THE HIGH SCHOOL SENIORS AND PARENTS IS ESSENTIAL. ALL INTERESTED CANDIDATES SHOULD BE EVALUATED AND RANKED BY THE HIGH SCHOOL ADMINISTRATION IN RELATION TO ADMISSION CRITERIA.

3. IT IS ADVISABLE TO HAVE THE HIGH SCHOOL STUDENT VISIT THE COMMUNITY COLLEGE FACILITIES. DURING THIS VISIT, A FULL EXPLANATION OF THE PROGRAM, THE COLLEGE WORKLOAD, AND AN ORIENTATION TO COLLEGE LIFE AND THE CAREER THAT THEY WILL BE ENTERING, SHOULD BE STRESSED.

4. IN MOST CASES, A SECOND ORIENTATION MEETING IS NEEDED TO ANSWER FURTHER QUESTIONS FROM THE STUDENT AND PARENTS. ALL PARENTS SHOULD BE INVITED TO ATTEND ANY OF THE MEETINGS AND COLLEGE APPLICATIONS SHOULD BE COMPLETED AT THIS TIME.

5. THE DEPARTMENT SHOULD REVIEW ALL THE HIGH SCHOOL TRANSCRIPTS AND WITH THE HIGH SCHOOL ADMINISTRATION DEVELOP A LIST OF ACCEPTED STUDENTS AND STANDBYS.

6. AN ADDITIONAL MEETING MAY BE NECESSARY TO FINALIZE THE APPLICATION. COLLEGE REGISTRATION PROCEDURES WHICH ARE USUALLY DIFFERENT THAN HIGH SCHOOL METHODS ARE TO BE OUTLINED TO THE STUDENT.

7. ADDITIONAL FACULTY ADVISORS MUST ME ASSIGNED FOR REGISTRATION PURPOSES TO GUARANTEE SMOOTHER TRANSITION FOR THE STUDENT.

8. NO REDUCTION IN FACULTY WORKLOAD.

SLIDE #11 - (6) - IMPLEMENTATION

ONCE THE STUDENTS ARE SELECTED:

1. THE STUDENTS WILL TAKE A PART-TIME COLLEGE PROGRAM CONCURRENTLY WITH HIGH SCHOOL COURSES TO COMPLETE THEIR HIGH SCHOOL REQUIREMENTS.

2. THEY WILL RECEIVE COLLEGE CREDITS UPON COMPLETION OF THE COURSES.

3. STUDENTS ARE EXPECTED TO GRADUATE HIGH SCHOOL ONE YEAR AFTER ENTERING THE PROGRAM BEFORE PERMISSION IS GRANTED FOR CONTINUATION AT THE COLLEGE.

4. IT'S BEEN OUR EXPERIENCE THAT HIGH SCHOOL ADMINISTRATORS AND STUDENTS PREFER SCHEDULING THE COLLEGE COURSES IN THE AFTERNOON, ALTHOUGH, IT IS QUITE POSSIBLE TO HANDLE THE LOGISTICS BY HAVING THE COURSES IN THE MORNING OR ANY COMBINATION THEREOF.

SLIDE #12 - (7) - ADMISSION REQUIREMENTS

STUDENTS TO HAVE COMPLETED 11TH YEAR OF HIGH SCHOOL WITH A MINIMUM GRADE POINT AVERAGE OF 75%.

1. THE PRESENT REQUIREMENT FOR ADMISSION TO A COMMUNITY COLLEGE IN THE CITY UNIVERSITY OF NEW YORK IS 70% HIGH SCHOOL GRADE POINT AVERAGE.

2. A RECOMMENDATION FROM THE HIGH SCHOOL PRINCIPAL OR A MEMBER OF HIS ADMINISTRATION. EVIDENCE OF PERMISSION FROM THE PARENT.

3. DEMONSTRATED DESIRE AND INTEREST BY THE STUDENT TO ENTER THE CAREER DEPARTMENT AND GRAPHIC COMMUNICATIONS INDUSTRY.

4. A FULL UNDERSTANDING OF THE WORKLOAD IN COLLEGE AND HIGH SCHOOL AND A PROJECTED TIME FRAME FOR COMPLETION OF THE COMMUNITY COLLEGE CURRICULUM.

5. REMOVEL OF ANY FAILING GRADES WHILE IN HIGH SCHOOL.

SLIDE #13 - (8) - EVALUATION PROCEDURES

1. GRADES TO BE EVALUATED AT THE END OF EACH SEMESTER AND REPORTED TO THE HIGH SCHOOL. THE NORMAL COLLEGE MID-TERM EVALUATION PROCESS WILL ALSO BE UTILIZED FOR THIS PROGRAM.

2. FAILURE IN THE HIGH SCHOOL OR COLLEGE COURSE WILL PREVENT THE STUDENT FROM CONTINUATION IN THE PROGRAM.

3. DEPARTMENTAL FACULTY ADVISOR TO HAVE NO MORE THAN 20-1 RATIO. GROUP MEETING WITH THE ADVISOR TO BE HELD ONCE A MONTH.

4. SPECIAL ADVISEMENT HOURS BE SCHEDULE AND MAINTAINED.

5. REGULAR COLLEGE COUNSELORS AVAILABLE TO HANDLE GENERAL COLLEGE COUNSELING.

6. A MEETING WITH THE HIGH SCHOOL ADMINISTRATION REVIEWING PROGRESS OF THE STUDENT.

SLIDE #14 - (9)

THIS SLIDE INDICATES THE TYPICAL COLLEGE WORKLOAD FOR THE "GRAPHIC ARTS DUAL ENROLLMENT" STUDENT. AS YOU WILL NOTE, THE STUDENT WILL BE REGISTERED WITH A PART-TIME STATUS AND WILL TAKE 4 COURSES IN BOTH THE FALL AND SPRING SEMESTER, - 10 CREDITS IN THE FALL, 8 CREDITS IN THE SPRING, - A TOTAL OF 18 CREDITS, AND 27 CONTACT HOURS FOR THE YEAR.

AT THE END OF THE SPRING SEMESTER, THE STUDENT GRADUATES HIGH SCHOOL AND WOULD HAVE RECEIVED 18 COLLEGE CREDITS (NATUALLY IF THEY PASSED THE COURSE).

SHOULD THE STUDENT CHOOSE TO COMPLETE THE REQUIREMENTS FOR THE A.A.S. DEGREE THE FOLLOWING YEAR, THE STUDENT REGISTERS FOR 2 SUMMER COURSES FOR 5 CREDITS AND 9 CONTACT HOURS.

REGISTERING FOR THE FALL 1978 SEMESTER, THE STUDENT WILL OBTAIN FULL-TIME STATUS AND WILL CONTINUE WITH THIRD SEMESTER WORK, AND

DUPLICATING IT IN THE SPRING SEMESTER. THE STUDENT WILL TAKE ONE EXTRA COURSE DURING EACH OF THESE TWO SEMESTERS, PLUS REGISTERING THE FOLLOWING SUMMER SEMESTER FOR 2 COURSES AND 6 CREDITS. THE STUDENT AT THIS TIME WILL HAVE COMPLETED ALL THE REQUIREMENTS FOR GRADUATION FOR AN A.A.S. DEGREE, THUS, READY FOR THE JOB MARKET OR CONTINUE TOWARD A BACCALAUREATE DEGREE 14 CALENDER MONTHS AFTER COMPLETING HIGH SCHOOL.

SLIDE #15 - (10) - ENROLLMENT

THIS SLIDE WILL REFLECT THE ETHNIC BACKGROUND OF THE STUDENTS ENROLLED IN THIS PROGRAM. IT IS MOST IMPORTANT TO TAKE A MINUTE AND FOCUS IN ON THESE ENROLLMENT FIGURES.

IN MY PROPOSAL, I PROJECTED THIS CONCEPT OF ARTICULATION WOULD ATTRACT THE HIGHLY MOTIVATED STUDENT - WHO IS CAPABLE OF COLLEGE WORK BUT AT THE CROSSROADS OF CHOOSING THE JOB MARKET OR A COLLEGE CURRICULUM.

WHEN I MADE THE ORIGINAL PROPOSAL FOR THE "GRAPHIC ARTS DUAL ENROLLMENT" PROGRAM, THERE WAS CONCERN THAT IT WOULD ONLY ATTRACT THE WHITE MIDDLE CLASS AND NOT SERVE THE NEEDS OF THE COMMUNITY.

AS YOU CAN SEE FROM THESE PAST 2 YEARS, THE FALL OF '76, 70% WERE FROM THE MINORITY GROUPS REPRESENTING BLACK, LATIN AND ORIENTAL, AND IN THE FALL OF '77 IT ESCALATED TO 80% FOR THIS GROUP.

ANOTHER FEAR WAS THAT IT WOULD BE A PREDOMINATELY MALE PROGRAM AND, AS YOU CAN WITNESS, IT IS NOW APPROXIMATELY 57% FEMALE. REGISTRATION IN THE DEPARTMENT COMING THROUGH THE NORMAL ADMISSIONS CHANNEL INDICATES APPROXIMATELY 30% FEMALE REGISTRATION.

ANOTHER SIGNIFICANT DATA ON THIS SLIDE IS THE HIGH SCHOOL GRADE POINT AVERAGE. THE MINIMUM ENTRY LEVEL WOULD BE 75% AS I INDICATED EARLIER. PLEASE NOTE IN THE FALL OF '76 WE HAD NO STUDENTS REGISTERED WITH A 90% GRADE POINT AVERAGE OR ABOVE AS COMPARED TO THE FALL '77

CLASS WHICH REGISTERED 23% WITH A GPA OF 90% OR BETTER. THE MEAN FOR THE FALL '76 CLASS WAS 79% WHICH ESCALATED TO 83.6% FOR THE FALL '77 CLASS. THE MEAN FOR THE REGULAR FRESHMAN CLASS IS APPROXIMATELY 71%.

SLIDE #16 - (11) - RENTENTION AND ATTRITION

THIS SLIDE REFLECTS THE RETENTION AND ATTRITION RATE. THE INCOMING CLASS OF THE FALL '76 SEMESTER ENROLLED 26 STUDENTS. 20 COMPLETED THE FIRST YEAR FOR A 79% RETENTION. THE DEPARTMENT IN THAT FIRST YEAR RETAINED APPROXIMATELY 66% OF THE REGULAR FRESHMAN CLASS.

THREE MALE AND THREE FEMALE STUDENTS LEFT THE PROGRAM AS INDICATED FOR THE FOLLOWING REASONS ON THE SLIDE. YOU WILL NOTE THAT 5 OUT OF THESE 6 REASONS ARE BEYOND OUR CONTROL, THUS PROJECTING A POSSIBILITY OF 100% RETENTION. TWO OF THE STUDENTS RECEIVED 4-YEAR SCHOLARSHIPS AT PRIVATE INSTITUTIONS. THE THIRD STUDENT DECIDED GRAPHIC ARTS WAS NOT FOR HER AND TRANSFERRED TO LIBERAL ARTS. THE FAMILY OF THE FOURTH STUDENT RELOCATED TO ANOTHER STATE. THE FIFTH STUDENT ENLISTED INTO THE ARMED FORCES. THE SIXTH STUDENT LEFT FOR FINANCIAL REASONS. WE COULD NOT OBTAIN ENOUGH WORK-STUDY TO RETAIN THAT STUDENT.

SLIDE #17 - (12A) - GRADE DISTRIBUTION

THIS SLIDE DEMONSTRATES THE GRADE DISTRIBUTION WHEN COMPARING THE ENTERING FALL '76 CLASS AND THE ENTERING SPRING '77 CLASS.

LOOKING AT THE LEFT SIDE OF THE SLIDE AT THE FALL '76 CLASS, 24 STUDENTS FINISHED THAT SEMESTER. 68% OF THEM RECEIVED AN A OR B AS COMPARED WITH THE REGULAR FRESHMEN OF WHOM ONLY 50% RECEIVED A OR B.

THE 24 STUDENTS TAKING 4 COURSES HAD AN AGGREGATE ENROLLMENT OF 96 AND A REGISTERED CUMULATIVE AVERAGE OF 2.98 AS COMPARED TO THE REGULAR FRESHMAN OF 2.66.

THE RIGHT HAND SIDE OF THE SLIDE SHOWS BETTER RESULTS FOR THE STUDENTS WHO COMPLETED THE SPRING '77 SEMESTER. 85% RECEIVED GRADES OF A OR B AS COMPARED TO THAT SAME FRESHMAN GROUP WHICH 68% RECEIVED A OR B. BY THE END OF THAT SPRING SEMESTER WHICH WAS THE COMPLETION OF THE FIRST YEAR, 20 STUDENTS FROM THE ORIGINAL GROUP COMPLETED THE FIRST YEAR WTH AN AGGREGATE ENROLLMENT OF 80 DURING THE SPRING WITH A REGISTERED CUMULATIVE AVERAGE OF 3.22. COMPARING THAT SEMESTER'S GROUP WITH THE REGULAR FRESHMEN WHICH RECEIVED A CUMULATIVE AVERAGE OF 2.50.

IT IS QUITE OBVIOUS AS YOU LOOK AT THE CUMULATIVE AVERAGES A SMALL PERCENTAGE OF THE FRESHMAN CLASS HAD AN IMPACT. IF ONE WERE TO PROJECT, OR BETTER YET, IF ONE WERE TO VISUALIZE A FRESHMAN CLASS OF 50% DUAL ENROLLMENT STUDENTS, IT WOULD BE SAFE TO INDICATE THE IMPACT WOULD BE QUITE SIGNIFICANT.

SLIDE #18 - (12B) - GRADE DISTRIBUTION

THIS LAST SLIDE INDICATES THE GRADE POINT AVERAGE FOR THAT FIRST YEAR OF COLLEGE WORK FOR THE FALL'76 ENTERING CLASS. THESE FIGURES INDICATE A SIGNIFICANT NUMBER OF HIGH GRADES FOR THE DUAL ENROLLMENT STUDENTS AS COMPARED TO THE REGULAR ENTERING FRESHMAN CLASS. DOWN AT THE BOTTOM OF THE SLIDE - THE DUAL ENROLLMENT MEAN AVERAGE FOR THE FALL '76 SEMESTER WAS 2.98 AS COMPARED TO 2.12 FOR THE REGULAR FRESHMAN CLASS.

IN THE SPRING '77 THE DUAL ENROLLMENT MEAN WAS 3.2 AS COMPARED TO 2.35.

THE LAST COLUMN REFLECTS THE YEARLY MEAN OF 3.19 FOR THE DUAL ENROLLMENT STUDENTS AS COMPARED TO THE MEAN AVERAGE FOR REGULAR FRESHMAN OF 2.21.

THESE RESULTS DISPLAY A SIGNIFICANT DIFFERENCE BETWEEN THE DUAL ENROLLMENT STUDENT AND THE REGULAR FRESHMAN CLASS. ALMOST ONE ENTIRE GRADE HIGHER.

OTHER SIGNIFICANT DATA ON THIS SLIDE IS THE HIGH PERCENTAGE OF STUDENTS IN THE DUAL ENROLLMENT PROGRAM RECEIVING A GRADE POINT AVERAGE ABOVE B. 75% REGISTERED A GRADE POINT AVERAGE ABOVE B FOR THE ENTIRE YEAR OF WORK WHILE CONCURRENTLY ATTENDING HIGH SCHOOL.

IN THESE CLOSING MINUTES I WOULD LIKE TO FOCUS ON THE ROLE OF THE DEPARTMENTAL FACULTY ADVISOR. IF ONE WERE TO ASSUME AND TAKE THE PRIVILEGE OF ISOLATING THE MOST IMPORTANT SINGLE INGREDIENT IN THIS PROGRAM, WHICH WE ALL KNOW IS IMPOSSIBLE, WE WOULD PROBABLY CONSIDER DEPARTMENTAL FACULTY ADVISEMENT AS THE MOST IMPORTANT. NATURALLY, I AM NOT BYPASSING STUDENT MOTIVATION, OR STUDENT DESIRE, OR STUDENT INTERESTS, OR STUDENT ABILITY, AND A DOZEN OR MORE LEGITIMATE REASONS WHAT I AM SAYING IS, WHAT HAVE WE FOUND TO BE THE MOST SUCCESSFUL CATALYST IS TO HAVE PROPER FACULTY ADVISEMENT FOR THESE YOUNG HIGH SCHOOL SENIORS, BASICALLY BECAUSE THEY WILL ATTEMPT TO GO THROUGH THIS TRANSITION FROM HIGH SCHOOL TO COLLEGE IN A SOMEWHAT MORE STRENUOUS AND MORE MEANINGFUL LIFESTYLE. THE QUALITY OF THE YOUNGSTER'S LIFESTYLE IS, WITHOUT A DOUBT, THE MOST IMPORTANT AND CAN ONLY BECOME RELEVANT IF PROPER AND CONSTANT ADVISEMENT IS AVAILABLE. THE FACULTY ADVISOR ATTACHED TO THIS SITUATION MUST NOT ONLY BE COMMITTED TO THE EXTRA WORKLOAD BUT MUST POSSESS A STRONG DESIRE TO WORK WITH THESE MOTIVATED YOUNGSTERS. THIS ADVISOR WILL NOT ONLY MEET WITH THEM REGULARLY, BUT WILL DISCUSS WITH THEM THE FUTURE GROWTH FOR EACH INDIVIDUAL STUDENT. IN OTHER WORDS, OFFICE HOURS ARE NOT ENOUGH. THE FACULTY ADVISOR/STUDENT RATIO SHOULD NOT EXCEED 20 TO 1 AND SHOULD BE COMPLEMENTED BY GOOD GENERAL COLLEGE COUNSELORS, AS WELL AS FACULTY ADVISOR

ATTACHED TO THE HIGH SCHOOL. SUCCESS FOR THE STUDENT IS NATURALLY THE PRIMARY GOAL, AS WELL AS A NEED FOR ATTRACTING THIS HIGHER ACHIEVER INTO THE CAREER DEPARTMENT. THIS CAN BE DEMONSTRATED THROUGH THE COMMITMENT OF THE DEPARTMENT TO THE PARTICULAR INDUSTRY IT SERVES - THROUGH ACTIVITIES SUCH AS JOB PLACEMENT, ARTICULATION WITH OTHER COLLEGES FOR TRANSFER CREDITS, FACULTY AND STUDENT INVOLVEMENT IN THE INDUSTRY, AND AT LEAST A HALF DOZEN MORE. THESE FACTORS, WHEN PRESENTED TO YOUNGSTERS IN HIGH SCHOOL, APPEAR TO BE MOST IMPORTANT. SUCCESS IS NOT ONLY POSSIBLE - BUT PROBABLE.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 6 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES



R/WPC/MT